

## YORK ROAD ELEMENTARY

2254 West Main Street  
Rock Hill, SC 29732

**GRADES** K-5 Elementary School

**ENROLLMENT** 505 Students

**PRINCIPAL** Crystal Guyton 803-327-0769

**SUPERINTENDENT** Dr. Randy Bridges 803-981-1000

**BOARD CHAIR** Mr. Bob Norwood 803-981-1000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	20	2	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Good	Unsatisfactory	Yes

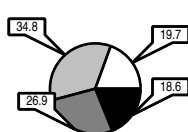
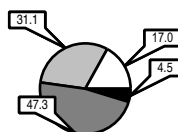
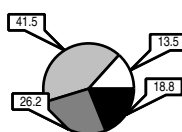
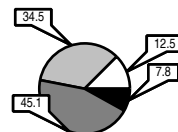
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	285	99.3	16.4	31.3	47.7	4.6	61.8	Yes	Yes
Gender									
Male	144	98.6	17.7	38.5	40.8	3.1	54.6		
Female	141	100.0	15.2	24.2	54.5	6.1	68.9		
Racial/Ethnic Group									
White	168	99.4	4.9	26.5	62.3	6.2	78.4	Yes	Yes
African-American	105	99.1	34.8	40.4	22.5	2.2	32.6	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	240	99.6	10.3	32.6	51.8	5.4	67.9		
Disabled	45	97.8	52.6	23.7	23.7	0.0	26.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	285	99.3	16.4	31.3	47.7	4.6	61.8		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	99.3	15.6	31.6	48.0	4.7	62.1		
Socio-Economic Status									
Subsidized meals	101	99.0	40.5	40.5	17.9	1.2	28.6	Yes	Yes
Full-pay meals	184	99.5	5.1	27.0	61.8	6.2	77.5		

Mathematics - State Performance Objective = 15.5%									
All Students	285	100.0	19.7	34.8	26.9	18.6	56.1	Yes	Yes
Gender									
Male	144	100.0	22.7	32.6	28.8	15.9	57.6		
Female	141	100.0	16.7	37.1	25.0	21.2	54.5		
Racial/Ethnic Group									
White	168	100.0	8.0	26.4	38.7	27.0	75.5	Yes	Yes
African-American	105	100.0	38.9	50.0	5.6	5.6	23.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	240	100.0	12.9	36.4	29.3	21.3	61.8		
Disabled	45	100.0	59.0	25.6	12.8	2.6	23.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	285	100.0	19.7	34.8	26.9	18.6	56.1		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	100.0	19.0	34.9	27.1	19.0	56.6		
Socio-Economic Status									
Subsidized meals	101	100.0	42.4	50.6	5.9	1.2	17.6	Yes	Yes
Full-pay meals	184	100.0	8.9	27.4	36.9	26.8	74.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	90	100.0	16.7	22.6	50.0	10.7	60.7
	<b>Grade 4</b>	78	100.0	14.7	45.3	34.7	5.3	40.0
	<b>Grade 5</b>	98	100.0	24.2	45.1	30.8	N/A	30.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	98	99.0	17.9	17.9	55.8	8.4	64.2
	<b>Grade 4</b>	104	100.0	14.9	30.7	48.5	5.9	54.5
	<b>Grade 5</b>	83	98.8	24.1	45.6	30.4	N/A	30.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	90	100.0	11.9	32.1	26.2	29.8	56.0
	<b>Grade 4</b>	78	100.0	16.0	36.0	29.3	18.7	48.0
	<b>Grade 5</b>	98	100.0	23.1	34.1	23.1	19.8	42.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	98	100.0	22.9	39.6	25.0	12.5	37.5
	<b>Grade 4</b>	104	100.0	13.9	33.7	29.7	22.8	52.5
	<b>Grade 5</b>	83	100.0	26.3	31.3	22.5	20.0	42.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 505)				
First graders who attended full-day kindergarten	97.5%	N/C	96.2%	100.0%
Retention rate	0.8%	Down from 1.5%	1.7%	2.7%
Attendance rate	97.3%	Up from 97.0%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%		2.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%		2.5%	3.5%
Eligible for gifted and talented	21.5%	Up from 17.7%	26.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Up from 6.7%	6.9%	8.2%
Older than usual for grade	0.4%	N/A	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	57.6%	Up from 50.0%	54.2%	51.4%
Continuing contract teachers	84.8%	Down from 85.3%	87.5%	87.5%
Highly qualified teachers**	96.3%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	85.5%	Down from 85.7%	87.6%	86.7%
Teacher attendance rate	95.2%	N/R	95.3%	94.9%
Average teacher salary	\$44,899	Up 1.4%	\$42,330	\$40,760
Prof. development days/teacher	5.5 days	Down from 7.0 days	10.9 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.9 to 1	20.5 to 1	18.9 to 1
Prime instructional time	92.9%	N/R	91.0%	90.0%
Dollars spent per pupil*	\$5,331	Up 20.9%	\$5,605	\$6,044
Percent of expenditures for teacher salaries*	73.8%	Down from 76.0%	67.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.1%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

York Road Elementary School continued its focus on literacy instruction during the 2003-2004 school year. Teachers were assured uninterrupted time for literacy instruction for the first hour of every day. Special area teachers and all other staff members without classes of their own were made available to classroom teachers during literacy time to assist with instruction under the teacher's guidance. From kindergarten through 5th grade, schedules were created that allowed a minimum of 3 common grade level planning times.

Our PTO and SIC continue to play a vital role as sustainers of quality education. Again this year, our PTO was able to grant every teacher request for funds with enough left over to commit money to begin our courtyard learning garden in the fall of 2004.

Tutoring was provided throughout the year for students who needed extra help. All students with academic plans were invited, and teachers went out to the Boyd Hill Center to provide tutoring in the community. Martial Arts classes were offered to all students in 1st through 5th grades after school at a minimal cost. Our 3rd through 5th graders were invited to participate in our Choral program as well.

For the third year in a row, York Road Elementary School was recognized as a recipient of the Palmetto Silver and Gold Award. We will continue to challenge students to reach "proficient" and "advanced" levels in PACT through focused standards-based instruction, tutoring opportunities, and the use of benchmark testing through MAPS. This program provides timely feedback for teachers in the regular classroom as well as for the teachers providing before and after-school tutoring.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	79	31
Percent satisfied with learning environment	100.0%	88.5%	96.8%
Percent satisfied with social and physical environment	100.0%	87.0%	93.3%
Percent satisfied with home-school relations	100.0%	93.6%	90.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.